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ABSTRACT

This paper describes the development and design of English 118 at Drake University. The course, geared primarily for college juniors and seniors, devotes proportionate shares of time to the theory, practice, and analysis of written expression, oral interpretation, and nonverbal communication. Six course options enable a wide variety of students to adapt the course more specifically to their needs, abilities, achievement levels, and schedules; student response to the options has been positive. Two scheduled individual conferences with the teacher enable students to focus on their course interests or problems. Staggered due dates for assignments enable the instructor to cope more adequately with assignments. A course syllabus, course requirements, and a bibliography are included. (RL)

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COMMUNICATION: AN ENGLISH COURSE FOR JUNIORS AND SENIORS

by Mildred R. Steele

(English 118: Communication was entered in the Change magazine undergraduate teaching program and was featured in a brief article in the July 1976 issue of the magazine. The following description is one of five documents submitted to the Change project in January 1976 and its content was to cover "how this course . . . is an improvement in teaching. Its unique features . . . the specific goals . . . for what type student . . . is the course designed . . . with whom does it seem to work particularly well?")

Most college courses in "Communication" take one of two forms: (1) a Speech class designed to enable freshmen and sophomores to become more effective speakers and group participants, or (2) a course in a two-year college that is set up to teach a variety of applied communication skills for career students. It seems to be unusual for a college or university to offer a "Communication" course geared primarily to juniors and seniors, and one that devotes a proportionate share of time to the theory and practice of writing, along with speaking and non-verbal communication. This, I believe, is the inherent uniqueness of English 118 at Drake University, though there are other differences as well.

This enlarged and advanced scope of the course brings with it some problems. For instance, in the two years that I have been teaching the course, I have not yet found an English textbook that is fully compatible with the goals of the course. Consequently I use a Speech textbook, Messages by Jean M. Civikly; an English handbook, William Strunk, Jr.,

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E. B. White's The Elements of Style; and some forty handouts in ditto'd form. The difficulty of finding a single textbook seems to indicate the uniqueness of the course, though it is not a major problem.

THE SETTING AND THE STUDENTS

Let's look for a moment at the Drake climate. The University is a private institution of higher education located in the capital of Iowa. Some 5000 students are enrolled in eight colleges and schools. The catalog defines its mission as "providing quality education for our ever-changing society" as it seeks to promote its "continued growth through expanding programs and curriculum." Drake University has an excellent academic reputation in a number of fields, and it recruits a great many of its students from the northern Illinois area.

Like almost every private institution of higher education, Drake is adapting to serious fiscal problems brought about by a declining and leveling enrollment. To cope with this, Drake must implement the recruitment of students from new areas while insuring the retention of its present students. The enlarging enrollment in the College of Continuing Education is a bright spot in the recruitment picture and points to the necessity for Drake to give increasing attention to the needs of non-traditional students. A course like English 118 with limited enrollment and with individual course options can

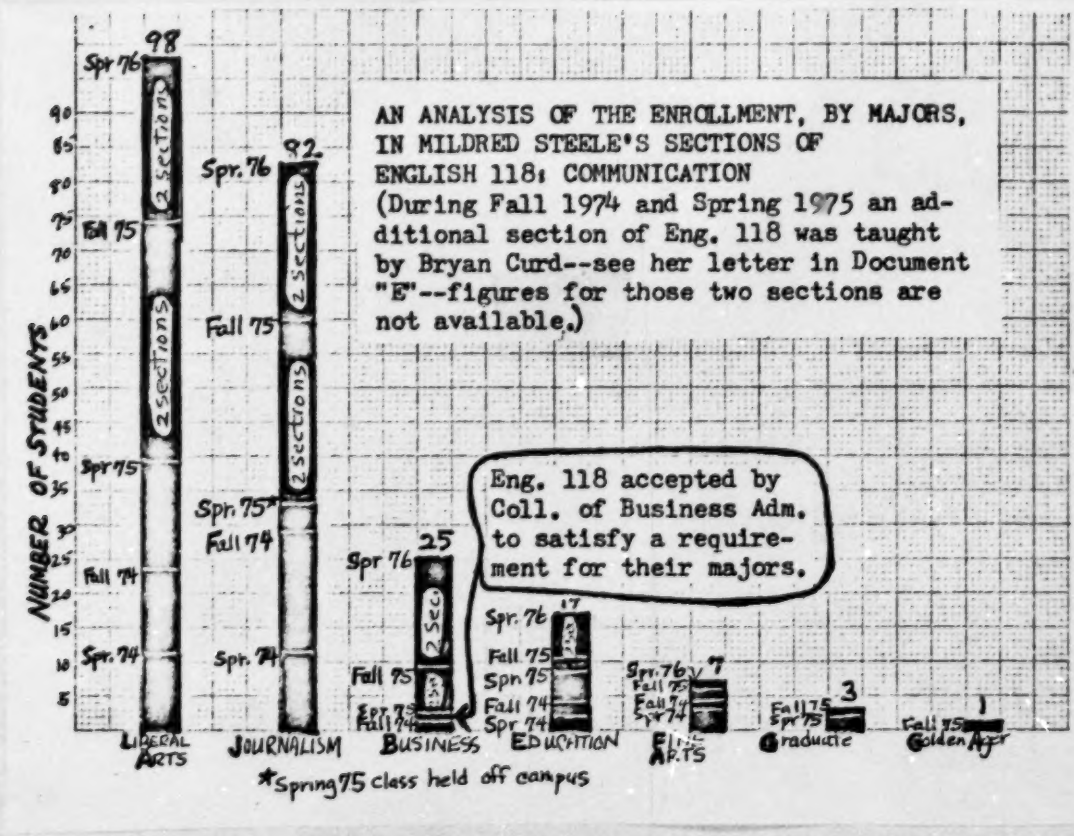
more readily adapt to a wider variety of student needs, abilities, and levels. Already the course has been offered one time successfully as a Continuing Education course. While it drew many day students into it, they were of a much more heterogenous nature than one encounters in an ordinary day class at Drake.

Within the University, the College of Liberal Arts seems to be the natural setting for an English course in "Communication" which includes humanistic emphases along with its theoretical and practical orientation. At the same time, many Liberal Arts students, now facing limited employment opportunities, are adding courses which may enhance and enlarge their job possibilities. William Paquette, Director of Drake's Career Planning and Placement office, sees English 118 as particularly valuable in this regard and cites a 1975 position statement of the National College Planning Council Inc. which advises Liberal Arts students that, "The following courses would greatly enhance the student's career options: 1) Communications, verbal. Communications, written . . ."

Mr. Paquette also adds that the business student, in particular, can benefit from English 118 in a job interview situation: "At the current time employers look first and foremost at an individual's ability to communicate, both verbal and written. Then they look at the actual professional preparations of the student."

Professor William Eckley states, "In a time of much

concern about communication abilities of students (indeed of the population in general) English 118 is a valuable course in the Department." As chairman of Drake's English department, his words underscore a feeling that apparently crosses departmental lines. The following chart indicates that English 118 draws students from a number of colleges:


AN ANALYSIS OF THE ENROLLMENT, BY MAJORS, IN MILDRED STEELE'S SECTIONS OF ENGLISH 118: COMMUNICATION
(During Fall 1974 and Spring 1975 an additional section of Eng. 118 was taught by Bryan Curd--see her letter in Document "E"--figures for those two sections are not available.)
NUMBER OF STUDENTS
Eng. 118 accepted by Coll. of Business Adm. to satisfy a requirement for their majors.
LIBERAL ARTS
JOURNALISM
BUSINESS
EDUCATION
Graduate
Golden Age
*Spring 75 class held off campus

A similar analysis of enrollment in my sections of English 118 by classes shows: 3 freshmen, 67 sophomores, 81 juniors, 78 seniors, 3 graduate students, and 1 unclassified student.

THE DEVELOPMENT OF ENGLISH 118

English 118: Communication was taught for a semester before I joined Drake's faculty, and it was largely a theory course. It was then dropped for a time until Professor Eckley asked that I redesign it for inclusion in the Spring 1974 schedule. Each semester since then it has been offered to full sections of students and I have developed it further each semester, adding new components that seem needed and dropping less essential aspects. The catalog description: "The theory, practice and analysis of written expression, communications analysis (techniques and problems), oral interpretation, and group participation."

My goals for the course, as set down on the cover of the syllabus: "I hope that students who take 'Communication' will gain skill in communicating more effectively in a wide range of practical situations with emphasis on empathic listening and response, working successfully in small groups, gaining expertise in using various problem solving methods, developing a growing ability to analyze why communications sometimes break down and what can be done to rectify such situations, and gaining a working knowledge of basic communication theory and practice through readings, discussions, lectures, free and structured writing, projects, simulations, and media presentations. As a part of the course each student will choose two longer assignments from six options to more nearly adapt English 118 to his or her individual needs."

The course design, then, consists of a structured sequence of learning experiences in communication theory and practice, employing a variety of approaches.

Interwoven in the daily course schedule are a number of units, not always specifically defined, which relate communication to:

Orientation

Listening and Response

Small Group Dynamics

Self Disclosure through Free Writing

Non Verbal Activity

Dialect

Mass Media

Business Management and Problem Solving

Human Liberation

As I design a course I simultaneously try to achieve the goals in three general ways: intellectual (content), procedural (methods), and attitudinal (feelings and attitudes). The intellectual or cognitive goals come in a number of ways, but largely through the texts, outside reading and research, lectures, and films. The procedural goals are implemented through the plan set out in the Course Schedule, of the syllabus. The attitudinal goals are obviously difficult to structure and measure, but they begin with such things as my desire that the student will feel at ease and of value from the first day of class, that he will quickly begin to accept

and relate to others there, that he will become more sensitive to the feelings, aspirations, and rights of others--such goals demand that the teacher accept the same attitudes if the classroom becomes a community.

The units mentioned earlier on this page do not always fit neatly into the headings for the Course Schedule, because a choice of a booking for a particularly useful film has sometimes dictated the order of the course at that point. In addition some secondary themes recur throughout the course at various times. For instance the effect of stereotyping individuals is incorporated into the film, "Black History . . ." the dialect unit, the Clio Award Winning Commercials film, the chapter "The Power of Words" in the textbook, the unit on Sexism in Language, and at several other points.

Special resources include nine films and a number of resource persons, specialists in a subject area:

Tim Wernette of the Drake Student Activities volunteer program

Jim Hanson of the Vocational Rehabilitation program (body language and the deaf)

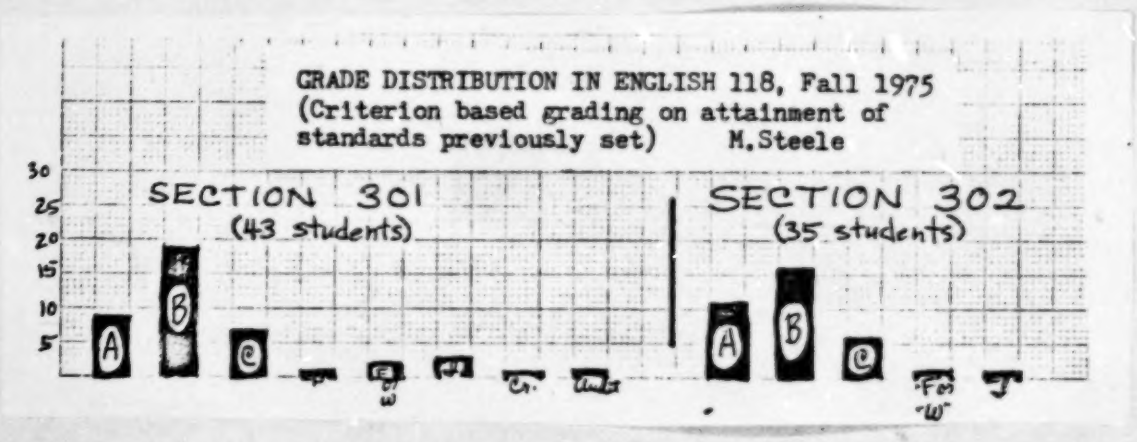
Prof. Bruce Campbell of the Drake English Department (dialects)

Prof. Lewis McNurlen of the Drake Sociology Department (marriage communication)

Chris Mitchell of the Drake Counseling Services (assertiveness training)

Representatives from the Drake Woman's Center (sexism in language)

I believe that each student has a right to know from the start just how his work will be evaluated. Consequently a page, "Record of Progress" in the syllabus lists the course requirements and how they are weighted in my figuring of the course grade, which is criterion referenced. An identical page in my notebook is used to keep each student's record. Some required assignments are graded satisfactory/unsatisfactory to allow the student to gain expertise in these areas without the threat of a letter grade. Five quizzes cover the text book material and the top four affect the course grade.



Six course options enable the student to adapt the course more specifically to his/her needs or schedule. The staggered due dates for assignments enable me to more adequately cope with the steady stream of assignments. So far, the student response to the options has been positive and this

semester I enlarged them from three to six.

Two scheduled individual conferences with each student during the semester provide an opportunity for both of us to focus on praiseworthy efforts and also on his or her course interests, needs, or problems. The conference often helps me identify a student who is slipping behind before she/he reaches the point of no return. There are other benefits, even when enrollment is so large that the conferences must be limited to about ten minutes each. Most students make unscheduled visits as well during office hours primarily, but they know that I am always willing to see them if I am free.

I have given considerable thought to the question, "With whom does it seem to work particularly well?" I have no answer that deals in GPA's, majors, or classes, though a student of perception and diligence, of course, finds himself/herself at a distinct advantage in this or any class. "Particularly well," to me, indicates almost dramatic results. I see this kind of response in students who ordinarily are lost in large classes or weighed down with oppressive schedules. Sometimes I see students particularly helped who are ready to give up on college altogether. "Communication" offers to them the same basic conceptual structure and learning experiences that it does to others, but the course also apparently seems to confirm their right to be responsive and responsible human beings.

COURSE SYLLABUS

DRAKE UNIVERSITY, Spring 1977

English 118: Communication

Section 801, Thur. 7:00-9:50pm in Meredith 231

3 hours credit

Mildred Steele, Instructor

CATALOG DESCRIPTION: The theory, practice and analysis of written expression, communications analysis (techniques and problems), oral interpretation, and group participation.

"I hope that students who take "Communication" will gain skill in communicating more effectively in a wide range of practical situations with emphasis on enpathic listening and response, working successfully in small groups, gaining expertise in using various problem solving methods, developing a growing ability to analyze why communications sometimes break down and what can be done to rectify such situations, and gaining a working knowledge of basic communication theory and practice through readings, discussions, lectures, free and structured writing, projects, simulations, and media presentations. As a part of the course each student will choose two longer assignments from six options to more nearly adapt English 118 to his or her individual needs." M.S.

TEXTBOOKS: Jean M. Civikly, Messages. A Reader in Human Communication
William Strunk, Jr. and E. B. White, The Elements of Style

COURSE REQUIREMENTS: See the page in this syllabus, "Record of Progress"

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Spring 1977, Section 801
Thursdays, 7:00-9:50pm in Mer 202

CLASS SCHEDULE

Please keep in constant touch with this schedule; otherwise you will not understand what is go on and where. Occasionally our class will meet in another location. Rarely will we depart fr what is printed here except for unexpected happenings, e.g. a film that doesn't arrive, though would not hesitate to adjust this schedule if it should seem advisable for the good of the cla If you should miss a class sometime, you are responsible for finding out what went on in class for turning in whatever assignments are due.

The numbers in parentheses below are reminders to me of handouts needed.

PERSON TO PERSON

THURSDAY, JANUARY 20: Introduction to the course and to a few others in the class . . . The syllabus . . . Short response to a picture in small groups. . . . attendance patterns. . . . composing questions for an interview . . . Brief lecture on empathic listening. . . . Intervie . . . The use of Strunk and White. Film: "Black History: Lost, Strayed or Stolen" (50 minutes Description: "Bill Cosby reviews a history of attitudes, black and white, and their effect on Black American. Cosby reviews Black American achievements omitted from American history texts the absence of recognition of Africa's contributions to Western culture and the changing Holly stereotype of the Black American." ASSIGNMENT FOR NEXT WEEK: In your copy of Strunk and Whit read through the "Contents" to become familiar with the topics. Also read pages 56 to the end Most of this advice, I think, is sound. I disagree somewhat with #17(page 66) for I believe t there are often times in your writings when you need to express your opinion, assuming that yo have good grounds for support, that you have spent time and thought in developing your opinion that you realize that no opinion contains all truth. Look over your notes for the interview, try to focus on one particular impression of this person. When you establish this main idea i your paper, most of the other information will fall into place naturally. Begin your rough dr writing on every other line (to allow for revisions which will come later) and use your own wo You do not know the person well, but your paper will introduce him or her to your imaginary re who is interested in what you have to say. If possible, read your rough draft to someone else see if your ideas come through in clear fashion. Bring your rough draft with you to class. T you will have a chance to check the information in it with the person you wrote about. Be sur that you put your name in the upper right corner of the first page, because you will hand it i for me to look at. I will hand your rough draft back to you the following week. It will not graded, but I will make some comments to you about it along the margins, and tell you what to with it next. . . .Read Civikly, chapter 1: Schramm "How Communication Works" (pp. 6-13), chapter 2 Satir "Communication: A verbal and Nonverbal Process of Making Requests of the Recei and chapter 15: Rogers, "Characteristics of a Helping Relationship."

If you would like a quick refresher coverage of some basic communication concept I recommend that you read or skim through the optional chapter 30: Nilsen "24 Ways to Better C munication." Be ready for a short quiz over Civikly chapters 1, 2 & 15. It will be a multiple- choice, machine-scored quiz, and you will probably have a choice of answering any 10 out of 12 questions. Please bring a #2 pencil with you to class. (I, III.A.2, III.C,)

PERSONS IN SMALL GROUPS

THURSDAY, JANUARY 27: Quiz 1 over chapters 1, 2, and 15 of Civikly. Doublechecking the facts of the interview. Make on-the-spot corrections and turn it in. The revision process. How to give credit for the ideas of others, avoiding plaglarism. . . . Carl Rogers on tape. . . .

Practicum on giving and receiving directions. . . . "Connections" . . . The communication diagram related to chapters 1 and 2 and the Hayakaya dialectic. . . .Lecture on teaching a skill. . . . Checking the bibliography. . . The six course options. ASSIGNMENT FOR NEXT WEEK: Read through the handout on teaching a skill and make a list of 4 or 5 simple skills that a group of 4 or 5 persons could teach to the rest of us in the class in a few well-planned minutes. Next week we will organize skill groups, and you need to be ready to contribute ideas for your group to consider. . . . Go to the Drake Library (or you may be able to find books on communication in another library) and start browsing in books and magazines for readings . Next week in class you will write about some article or chapter you have read about communication that is related to an interest you have. You will need to have at least two footnotes in your inclass writing, so take several direct quotations from your reading, and jot down all of the information you will need for a footnote in correct form. When you write in class, you may have with you: (1) your notes or note cards, (2) the handout of sample footnotes, (3) your opening paragraph. This assignment will be graded satisfactory-unsatisfactory. An "unsatisfactory" paper will need to be done again until it comes up to the standard. You may not bring a rough draft with you, except for your opening paragraph. . . . Read Civikly Chap 25 "Defensive Communication by Gibb, chapter 6: Bois "The Power of Words" and chapter 13: Bach and Wyden "The Language of Love: Communication Fights," (III.F.2, II.e.2,4, IV.A, V.A.1.a.b, IIABCDEF, VI.F)

[See cartoon on page 68 of COLLEGE PROFESSORING by Oliver P. Kolstoe, Carbondale and Edwardsville, Ill.: Southern Illinois University Press, 1975]

[See cartoon strip on page 7 of TEACHERS AND LEARNERS by Alfred H. Gorman, Boston: Allyn and Bacon, 1974]

THURSDAY, FEBRUARY 3: Rough drafts returned. . . . Writing on outside reading. . . . Sign for individual conferences. . . . Explanation of the services of Writing Workshop. At 8:10 we will have a videotape of Professor Lewis McNurlen talking to us about communication and introducing the film, "Handling Marital Conflicts" (14 minutes) Description: Alternately, the film portrays the development of an argument between each of two couples. In each case the quarrel was initiated when the wife suggested that the couple take a vacation trip to Mexico. From this point on, the Adams' conflict develops into a contructive one and the Kanes' into a destructive one. Five comparative points are made." . . .Skill groups form and meet to organize and plan. ASSIGNMENT FOR NEXT CLASS: Bring a pencil for Quiz 2 over Civikly chapters 25, 6, 13 and also the reading assigned now: chapter 5--but only pages 52-67. The entire chapter is valuable, but the last section assumes more familiarity with linguistics than most English 118 students have acquired. Also fill out your option decision at the bottom p. 8, tear it off carefully, and be ready to turn it in next week. (Ind.Cfs.Crt, X.11.C, Skl Crt, V.A.1.d)

All persons in English 118 need to sign up now for an INTRODUCTORY SESSION with a staff member of the WRITING WORKSHOP. This is required for everyone in the class. The purpose is to acquaint you with the services of Writing Workshop and to give you some individual comments about your writing as well as assistance in revising. It is very important that you take with you the two writings (1) the rough draft of the interview and (2) "Connections" free writing, so you can turn the interview back to me again in its final form by the date given in your "Record of Progress" sheet in the syllabus. The Writing Workshop staff person will notice what you are already doing well in your writing and probably give you some specific suggestion for strengthening it.

TO SCHEDULE YOUR SESSION: Go to Howard Hall to the bulletin board just outside office 218. The upper half of the board is for appointments for this week. The lower half is for next week. You are welcome to sign your name at any time that is free. Note the name of the staff member who will help you at that hour. Then look near the bulletin board for the location of that staff member's office. If you are working, you may phone in to schedule your appointment, and noon hours are available. Evening appointments are not possible. The phone numbers of Writing Workshop are 271-[illegible] or 271-[illegible]. (If some emergency arises and you are unable to keep the appointment you have made, you must phone in or drop in to reschedule it.)

AT THE TIME OF YOUR APPOINTMENT: After the staff member has conferred with you about your writing, ask for the report form which you are to turn in to me.

LATER ON: Those of you who choose Option A will continue for at least 4 additional sessions at Writing Workshop, probably at weekly intervals, scheduling them on the bulletin board, in advance, each time. But any Drake student may use the services of Writing Workshop whether s/he is taking an English course or not.

THURSDAY, FEBRUARY 10: Quiz 2 over Civikly chapters 5 (pp. 52-67), 6, 13, and 25. Turn in your option decision slip. (Do you have all of the handouts you need for it? If not, let me know). 7:30: Film "Why Man Creates" (29 minutes) Description: "Demonstrates the nature of the creative process and the variety, richness, and importance of creative vision." Film "American Time Capsule" (3 minutes) Description: "Evoking one of the greatest positive audience responses of anything ever presented on the SMOTHERS BROTHERS COMEDY HOUR, this film condenses two hundred years American history in three volatile minutes. Using Kinestatic or "flash frame" technique, 1,300 visuals (paintings, still photos, newspaper headlines, early newsreels, posters, political carto flash before the viewer. Four major awards." . . . Time for skill groups to meet (at least an hour). Be prepared to make good use of this time--all persons are required to take part in thei groups planning meetings as well as in the presentation. Your chairman should be ready to turn in the topic to me by Monday, February 14. . . . 9:00-9:50 Ten-minute individual conferences scheduled. Come at the time you are signed up for. Others do not need to stay if their skill group has fully completed it's work for tonight; otherwise the skill groups are welcome to extend their meeting into the 9:00 hour. If your group has any working persons in it, you may not have many other opportunities to meet this long. ASSIGNMENT FOR NEXT WEEK: In Civikly read chapter 1 Jourard "Healthy Personality and Self-Disclosure". I suggest that you circle all due dates for your assignments for options. Notice items on reserve (p. 10 in this syllabus)--to check them out, go to the Reserve Desk at the library and ask for them by the title given in the syllabus. (III.F.2)

THE GROUP ENLARGES

THURSDAY, FEBRUARY 17: Discussion of the chapter in Jourard.. . . Lecture on animals and communication. . . . Skill presentations of groups #1, #2, #3, and #4. A tape of some student projects involving non-verbal communication. . . . Writing helps. ASSIGNMENT FOR NEXT WEEK: In Civikly, read chapter 7 by Mehrabian: "Communication Without Words" and chapter 8 by Davis: "How to Read Body Language" If you have not already returned your Writing Workshop introductor session report and your revised interview, next Thursday is the deadline. The interview will not be returned, so you may want to make a photocopy of it if it is something you want to keep. Option E persons should be ready to turn in their prospectus. Option D persons have their first reports due. Be ready for Quiz 3 which will cover chapters 7, 8, and 11 in Civikly. No advance preparation is needed for the journal writing which will take place in class. Bring penc (V.A.1.c, VI.G, TR)

THURSDAY, FEBRUARY 24: Writing Workshop Introductory report and revised interview due. Option prospectus due. Option D first report due. Quiz 3 over chapters 7, 8, and 11. Film: "Teachi Sign Language to a Chimpanzee, Washoe" (47 minutes) Description: "Documents Project Washoe, in which two-way communication was established with a chimpanzee by means of the sign language of the American deaf, Amesian. Illustrates the range of Washoe's vocabulary, the development sentence-like sequences of signs, the contexts in which she signed, and the research methodolo which emphasized: (1) the integration of two-way communication into all aspects of the daily life, and (2) rigorous testing procedures.". . . Skill group presentations # 5 and # 6. . . . The Johari Window. . . . Introduction to Journal Writing (Journal 1). ASSIGNMENT FOR NEXT WEEK Continue journal writing--most persons find that the best way is to set aside about 10 or 15 minutes each day--and be ready to turn in Journal 2. Option B persons should be ready to turn in the prospectus. From now on there will be times with few specific assignments. It is assumed that you will use this time for working on your option assignments.(III.F.3,VI.E, VI.A,B

HUMAN PROBLEMS, NEEDS, AND ASPIRATIONS

THURSDAY, MARCH 3: Journal 2 due. Option B prospectus due. 7:10 VTR of Jim Hanson speaking on "Body Language and the Deaf." . . . Introduction to the dialect unit. . . . During the last hour I will hold conferences for those Option E persons who are taking notes for their researc paper. It would probably be a good idea for Option E persons who are regular day students to come in to see me during my regular office hours, so that this class time can be used by perso who cannot get to campus easily during the daytime. Others may be excused at 9:00pm this evening. ASSIGNMENT FOR NEXT WEEK: Do the dialect census and fill out the census slip. Be ready to turn in the slip. The next quiz will include the VTR of Jim Hanson's talk. If you wish to hear it again, you may check out a cassette of it at the Educational Media order desk (lower level of the library) and listen to it in one of the listening rooms there. If you hav a cassette of your own and a tape recorder, they would be willing to copy it on your cassette a nominal charge, something like 25¢. Some of you may want to do more reading on dialect, and I call to your attention the booklet on reserve at the library, "Students Right to Their Own Dialect." There are many other good materials on dialect--some are listed in our bibliography (IX.A,B,C,D,E,F, IX.G,) Continue journal writing.

THURSDAY, MARCH 10: (midterm) Dialect census slip due. Analysis of major American dialects on tape. . . . VTR of Professor Bruce Campbell speaking on dialects. . . . Problem solving methods, and trying out one of them in a small group. ASSIGNMENT FOR MARCH 24: Journal 3 wi be due. Option D persons have their 2nd report due. March 24 is the last date that anyone ca turn in an overdue S/U assignment without losing course points. Option E persons should be ready for conferences on rough drafts. A cassette of Bruce Campbell's talk is available at the Educational Media order desk. (V.A.4)

THURSDAY, MARCH 17: Drake Spring Recess. No class held.

THURSDAY, MARCH 24: Option D second report due. Journal 3 due. (Last date to turn in any ov S/u assignments. . . . "Idea Killers" . . . Brainstorming lecture and experiments. . . . Film "Buy, Buy" (20 minutes) Description: "A wry examination of the methods and motives of the producers and agency people who make TV commercials, our most potent advertising medium." We will also probably have a film of TV commercials. From 9:00pm on I will confer with Option E persons who are writing their rough drafts. Others need not stay. ASSIGNMENT FOR NEXT WEEK: In Civikly, read chapter 26: Bosmajian "The Language of Sexism" Be ready for Quiz 4 which will cover chapter 26 and also the lectures of Bruce Campbell and Jim

Hanson. Their cassettes are at the Educational Media order desk at the library in case you wish to rehear them. A graduate student will probably be in charge of our class next week. I will be in Kansas City where I will give a talk on English 118 at a conference of college composition/communication teachers. Note that our class will be held in the Educational Media studio next week--go into the main entrance of the Cowles Library, down a few steps, turn right and go through the glass doors. The studio is ju ahead of you on the right. If they should have to move the class into a different classroom ther it would be close by. (V.B.2) Bring a pencil.

THURSDAY, MARCH 31: CLASS HELD IN THE EDUCATIONAL MEDIA STUDIO IN THE LIBRARY. Quiz 4 over chapt 26, and the lectures of Jim Hanson and Bruce Campbell. . . . Liga Briedis of the Cowles Library staff will give a presentation on the effective use of library helps in gathering informa tion for a paper or talk. . . . Film: "Strange Case of the English Language" (48 minutes) Des- cription: "The idiosyncrasies of the English language as it is spoken and written today. CBS's Harry Reasoner comments on John F. Kennedy, Everett Dirksen, Billy Graham and many others. Film clips point up stylistic quirks and overuse of pet phrases. Interviews with various language ex- perts are also featured." . . . "Stereotypes and Words" ASSIGNMENT FOR NEXT WEEK: In Civikly rea Chapter 19 by Wright "The Nature and Functions of Mass Communication" and chapter 20 by Klapper, "The Social Effects of Mass Communication." Option E persons should be ready to turn in their papers by 4/11. Journal 4 will be due, and Option F persons should now have all of their additi al pages turned in. Option A reports will be due next Thursday. Bring your worksheet of "Stereo types and Words" for we will discuss it in class. The Option B and D persons who give oral repor in class should be ready. (XII.D,)

COMMUNICATION THEORY AND RESPONSIBLE PROBLEM SOLVING

THURSDAY APRIL 7: Journal 4 due. Option A reports due. Option F additional pages due. Option E research papers due Monday, April 11. Sign for individual conferences. Film: "Men's Lives" (abou 50 minutes) I do not have a written description about this film, but it concerns the pressures that society places on men to behave and react in only certain patterns. . . . Discussion of sterectypes and words. . . . Assertive behavior. . . . Option B and D oral reports given in class ASSIGNMENT FOR NEXT WEEK: Be ready for Quiz 5 to cover chapters 16, 19, and 20. (IndCf, TR) Bring p

THURSDAY, APRIL 14: Quiz 5 over Civikly chapters 16, 19, and 20. Discussion groups on human liberation with outside leaders. . . . Film: "Management of Human Assets" (30 minutes) Descripti "Dr. Likert analyses the year of research and activity he has directed at the Institute for Soci Research. He brings his keen understanding of supervision and leadership to the training and di- rection a company must take to obtain high production. Utilizes modern techniques of motivation and communication to achieve results." Introduction to business module. . . . Option B and D or reports. . . . Perhaps a few individual conferences. ASSIGNMENT FOR NEXT WEEK: Journal 5 will b due. Business module will be due (none accepted after 4/22). Option C persons should be ready for the course exam during the last hour of class. (III.F.5, XI.A, TR)

THURSDAY, APRIL 21: Journal 5 due. Business module due(not accepted after 4/22). . . . Explanati of extra-points quiz. . . . Film: "Handling Complaints" (14 minutes) Description: "Illustrates th basic principles involved in handling a complaint: listening to the entire complaint, accepting the customer's feelings, and taking immediate action. Shows how to satisfy a customer and make t

handling of a complaint an opportunity to create customer goodwill." Perhaps course evaluations if they are available. 8:50 Option C Course Exam. Others need not stay. ASSIGNMENT FOR NEXT WEEK: Option F Essays due. If you plan to take an extra points quiz, make sure that you have turned in your decision slip by sometime Friday, April 22. Next Thursday I will ask for some volunteers to take part in a short skit for role-playing. No memorization or acting ability needed. (III.H, C.Eval, II.C.2)

THURSDAY, APRIL 28: Option F. Essay due. Extra Points Quiz. Others need not come to class until 7:30. Some of the best responses to the business module assignments. . . ."Win All You Can". . . "Where Does the Drake Senior Live?" while volunteers do a runthrough of a role-playing skit. ASSIGNMENT FOR 5: Check to be sure that all assignments are in. (III.J., V.B.1, VA5, X.I.C.1.a,b)

THURSDAY, MAY 5: Journal evaluations . . . Lecture on role playing. . . . "Storm Windows" . . . Free writing (will not be returned). . . . "The New Truck" No assignments accepted after Friday, May 6. (VI.D, C.1.B, XI.C.2abcde, VI.H)

THURSDAY, MAY 12: Instead of a final exam, I will hold unstructured conferences in our classroom from 7:00 to 8:30. You are welcome to stop by to talk over the course and make any suggestions about it or to give comments.

Have a good summer!

GUIDELINES FOR SOME POSSIBLE BONUS POINTS FOR ATTENDANCE
(If you come in after I have checked attendance, you must give me a slip of paper with your name and the date on it, if you are to be counted present.)

At the end of the course, I will deal with attendance as follows: Your attendance pattern will fit one of these four situations--

SITUATION 1: Perfect attendance. You will gain 2 course points. An absence for any reason will move you to one of the other situations. This is not because I don't recognize legitimate absences, but because these are bonus points, an "extra."

SITUATION 2: Not more than 1Th absence for any reason. You will gain one course point.

SITUATION 3: Not more than 2Th absences. You will neither gain nor lose course points. If your absences are for reasons I can understand and approve (e.g. illness, religious observance, Drake sponsored activity, funeral), please let me know, for this information may keep such absences from becoming Situation 4.

SITUATION 4: More than 2Th absences. You will lose course points from those you have accumulated in other ways. Each situation 4 will be dealt with individually in terms of points lost.

This is the first time I've tried this plan. Attendance is rarely a problem in English 118, but I decided to give a modest reward to those with unusually good attendance records. Sometimes 1 or 2 course points can be crucial in figuring a final grade. R.S.

English 118
Instructor: Steele

COURSE OPTIONS

SEC.____

These options are to enable you to better adapt this course to your learning needs and to your other responsibilities. You will choose one option from the A-B-C group and one option from the D-E-F group. Your decision on the options you choose is due not later than _____. On or before that date, please fold and detach the blank at the bottom of this page, and hand it in. If it should become necessary for you to change your mind about one of the options later on, you must notify me in writing. I hope that you will make a careful decision, and that there will be few changes.

Please circle the due dates on your calandar and syllabus. In order for me to have enough time to go over your work carefully, I must depend on each person handing in the assignments when they are due. Lateness will detract from the grade.

FIRST OPTIONS (Choose one) — 20% of course grade

A

5 or more INDIVIDUAL SESSIONS IN WRITING WORKSHOP scheduled in advance. (The introductory session counts as the first.) Sessions continued at weekly intervals.

Written report handed in to M.S. not later than _____.

Handout needed: Writing Workshop Option

Option A graded C/NC so course grade is based on other 80% of requirements.

B

INDIVIDUAL COMMUNICATION PROJECT and ORAL REPORT (with brief written summary) You devise a communication project and prepare a prospectus, secure approval of it from MS, conduct it, ponder the results, and present it to the class in about 6 or 7 minutes, scheduled _____ or ____. Written summary of not over 2 pages handed in (not returned). Sample projects are on reserve at the library. Handouts needed: 2cc of prospectus.

Letter grade.

C

COURSE EXAM given_____ This will be based on the assigned chapters in the texts (see syllabus), on general handouts, class activities, lectures, films, etc. Questions will be multiple choice, short answer and one or two essay questions. A 50-minute exam.

Letter grade.

[continued]

[This is the lower half of the previous page. In the syllabus, the material is shrunk to 8½x11 size.]

SECOND OPTIONS (Choose one) — 20% of course grade

D

TWO READING REPORTS (each approximately 1½ pages in length) and a brief ORAL REPORT of some highlight from your reading that you think would be of interest to the class. Oral report limited to 5 minutes. The first written report will be about 3 magazine articles relating to one subject and is due _____. The second written report is about two books related to one subject and is due _____ Oral reports scheduled for _____ or _____. One letter grade for the option. Individual reports rated ++/+/u. Handouts needed: report blanks.

E

RESEARCH PAPER, 5 to 7pp in length. Prospectus required by _____. Paper due _____. Subject must be directly related to communication--choose a topic that you find worthwhile. Search out at least 5 sources of information. Ponder your subject and organize it. Document it fully and responsibly. Handouts needed are 2cc prospectus, documentation, criteria. Samples of research papers are on reserve in the library. Letter grade.

F

Extension and application of JOURNAL WRITING (not open to persons choosing Option A) 10 additional pages, beyond those required of everyone, due not later than _____. Then take an idea from a journal and develop it into an essay of about 3 pages, with consultation from Writing Workshop (scheduled in advance). Essay is due _____ and will be graded C/NC. Handout needed: a criteria sheet. Course grade will be based on the other 80% of assignments.

----------Fold and tear along this line and hand in by _____.----------

Your name: _____ English 118

My first option is (please circle): A B C (If "B," which report date? ___

My second option is (please circle): D E F (If "D," which report date? ___

nglish 118: COMMUNICATION _____
. Steele, Instructor
ec. ___, _____

RECORD OF PROGRESS Name_____

This sheet is to help you keep track of your progress in this course if you wish. I suggest that you record each of your assignments as you hand them in or get them back. I have a page like this in my notebook, and I will use these figures in arriving at your course grade. Please note the due dates. Late work means a lesser grade or none. Uncompleted work subtracts from other course points.

COURSE POINTS

This semester there are two ways to earn some possible bonus points:

ATTENDANCE: Regular attendance is assumed because we will do many things in class that cannot be made up on your own. Please get in touch with me if you are ill or if you have a compelling reason that I can understand (e.g. field trip, religious observance, funeral, illness). These happenings are a part of all of our lives. See attendance explanation on page ___. Attendance Pattern: Situation 1 ◯ 2 ◯ 3 ◯ 4 ◯ + or -? _

SHORT S/U ASSIGNMENTS: (all required) I will add one course point if each of these S/U assignments is in on time and satisfactorily completed. After the cutoff date for late S/U assignments, ____, each uncompleted one will subtract one course point.

__ Interview rough draft due ___
__ "Connections" (inclass) ___
__ Outside reading (inclass) ___
__ Option Choice slip due ____
__ Wrtg.Wkshp Introduction slip ____
__ Interview final draft (not returned)___
__ Dialect census slip due ____
__ 1st indiv. conference
__ 2nd indiv. conference
__ Free writing(inclass)____ (not returned)

+ or -? _

TEACHING A SKILL: Team effort. Letter grade. All in your group who take part will ordinarily receive the same grade..... ___ 5%

THE FIVE QUIZZES: (total points of the four highest grades)..... ___ 40%

____ Quiz 1: __ __
____ Quiz 2: __ __
____ Quiz 3: __ __
____ Quiz 4: __ __
____ Quiz 5: __ __

Please do not ask to make up a quiz at a later date. If you are absent, you have used up your "one lowest grade." If you have an "A" average on the first 4 quizzes, you do not need to take the 5th. An optional "Extra Points Quiz" on ____ can replace one low quiz grade.

JOURNAL WRITING: Required for all persons in the class. This is a quantitative grade, and it is possible to get an "A" for this 10% of the course by (1) turning in the total of 10 pages minimum (2) with writing turned in on each date due, and (3) by permitting at least two passages to be reproduced. Since handwriting size and page size vary so much, you will have to accept my arbitrary way of counting your pages. If you are ill, mail in your journal or send it to class with someone else.

Journal 1___ written in class on ___
Journal 2___ ___ turned in on ___
Journal 3___ ___ turned in on ___
Journal 4___ ___ turned in on ___
Journal 5___ ___ turned in on ___ (All on time?___, At least 2 publ.?___) ___ 10%

OPTION CHOICES: A:WrWk B:Proj C:Exam

FIRST OPTION....._____ ___ 20%

D:Rdg E:RschP F:JournEx

SECOND OPTION...._____ ___ 20%

BUSINESS WRITING MODULE due _____..... ___ 5%

Points earned for each 10% of course grade: A+:11, A-:10, B+:9, B:8, B-:7, C+:6, C:5, C-:4, D+:3, D:2, D-:1	100% basis	80% basis	TOTAL COURSE POINTS
	95-110 points → A ← 76-88 points		
	65-94 points → B ← 52-75 points		Course Grade ( )
	35-64 points → C ← 28-51 points		

MATERIALS THAT HAVE BEEN PLACED ON RESERVE (2-hr.)
at Cowles Library

OPTION B: INDIVIDUAL COMMUNICATION PROJECT AND ORAL REPORT (Notebook with cassette. You may wish to take the cassette down to Educational Media to play it there.)
"Eye Contact" (Ted Bracket)
"Paraphrasing Feelings" (Sandi Koll)
"Kinesic Responses in One-to-One Communication" (John Webb)
"Black Dialects and Reading" (Leslie Wilkins)
"Proxemics" (Larry Kopald)
"Sex Related Differences in Language" (Gloria Andrews)
"Defensive Behavior" (Jackie Strojan)

OPTION D: TWO READING REPORTS
"Classroom Interactions" and "American Semantics" (Ann Ploetz)
"Communication in a Small Group" (Jim Arata)

OPTION F: JOURNAL EXTENSION AND ESSAY
"Frisbee" (Evan G. Chiligiris)
"Purpose" (Judy Berg)

"ANSWERING ESSAY EXAMINATION QUESTIONS"--some practical helps for persons who want to improve their ability to answer essay-type questions in an exam

"STUDENTS RIGHT TO THEIR OWN LANGUAGE"--a booklet about dialect

"LISTENING COMPREHENSION AS A FUNCTION OF PROXEMIC DISTANCE AND EYE-CONTACT"--a study of interpersonal space in a classroom. Winner of The Bertram Epstein Prize for Graduate Research.

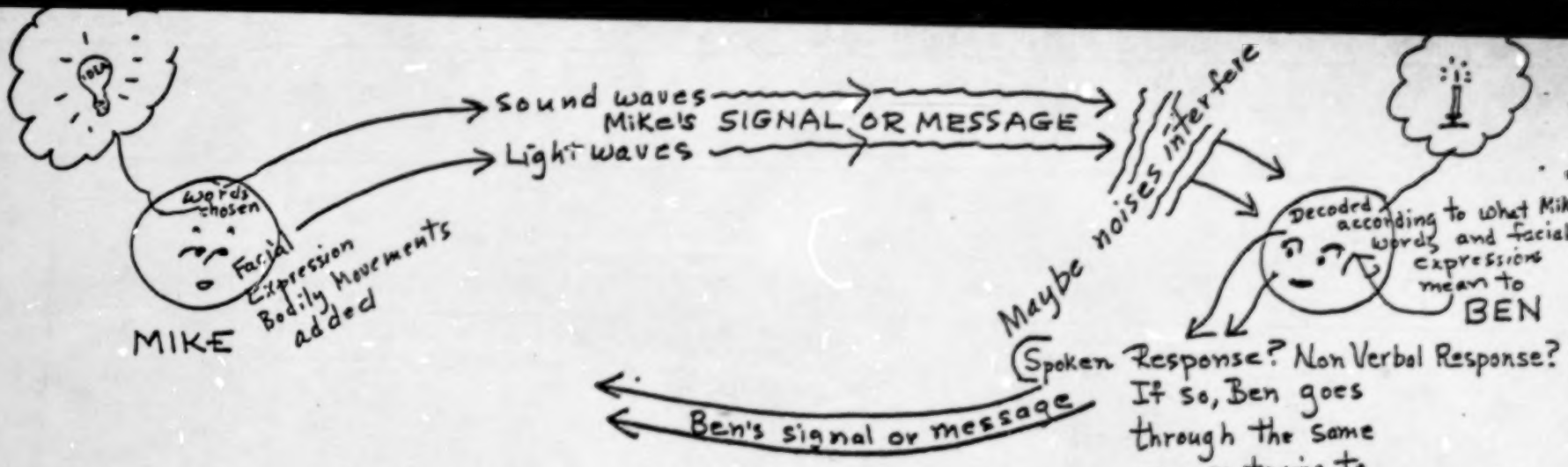
"CLIO AWARD WINNING COMMERCIALS"--a booklet that tells how the commercials were made

OPTION E: RESEARCH PAPERS (a notebook)
"The Possibility of Communication Between Humans and Dolphins" (Sally Smith)
"Citizens Band Radio" (Ron Briggs)
"Art as a Communicative Skill" (Barb Green)
"Juvenile Delinquency: A Problem of Communication?" (Michael Reese)
"The Effect of Television Violence on Children" (Mitch Manker)
"Verbal and Nonverbal Communication in the Black Culture" (Willie Mae Martin)
"Verbal Communication Problems with the Mentally Retarded" (Mary Nelson)
"The Use of Body Language in Courtship" (Carolyn McNurlen Hamilton)
"Creative Interactional Communication in Education" (Gem E. Meyer)
"Communicating with Disadvantaged Children" (Phillip Pohl)
"Aspects of Nonverbal Behavior in the Classroom" (Rosemarie Downing)
"Care, Culture, and Communication" (Thomas Lawrence)
"The Communication Process Within a Resident Assistant Position" (Tim Eccles)
"Communication in Management at Pitney-Bowes" (name withheld)

The student writings which are on reserve are presented with the written permission of the students who produced them. Their papers have several qualities that commend them for your reading, but they are not perfect. In other words they are samples (very good samples in almost every case), but they are not models.

Perhaps some writing that you produce will appear here another semester.

[Pages 11 and 12 include the "Summary List of Behaviors" from pp. 194-197 of SKILLS FOR EFFECTIVE COMMUNICATION by Raphael J. Becvar, N.Y.: John Wiley & Sons, Inc., 1974.]


sound waves
Mike's SIGNAL OR MESSAGE
Light waves
Maybe noises interfere
words chosen
Facial Expression
Bodily Movements added
MIKE
Decodrd according to what Mik words and facial expressions mean to
BEN
Spoken Response? Non Verbal Response?
If so, Ben goes through the same process trying to get his message and meaning to Mike
Ben's signal or message

Where can communication breakdowns occur? Here are some —

- Mike may have based his idea on inaccurate observations.
- Mike may have made unwise choices of words.
- He may have spoken in an inaudible way.
- Perhaps his words and his facial expression contradict each other.
- Maybe outside noises drown him out.
- Ben may misunderstand Mike's meaning.
- Perhaps Ben hears only what he wants to hear.
- Maybe he is biased and adds to the interference.
- He may not be listening at all. Maybe he's too busy thinking of what he'll say next.
- Perhaps he's not looking at Mike to notice Mike's facial expression and body language.
- Maybe Mike and Ben speak languages that cannot be understood by the other person.
- Perhaps Mike answers in an irrelevant way.
- Mike may only be used to speaking, not listening.

What else could happen?

M. Steele. Based on a prose passage in DISCUSSI CONFERENCE AND GROUP PROCESS by Halbert Gulley. N.Y.: Holt, Rinehart and Winston. 1968. p. 122.

[In the syllabus the Bibliography comprises pages 14-17]

English 118: COMMUNICATION
Mildred Steele, Instructor

A BIBLIOGRAPHY

Because communication is such a broad subject, this list cannot possibly include all worthwhile books on any given topic. I suggest, then, that as you find a title from this list in the stacks, you browse through the books shelves near it for additional material. For instance, a person interested in small group dynamics will find in the HM 132 and HM 133 sections of the library many excellent books that cannot be listed here because of space limitations. I invite your suggestions for additions to this listing when you find particularly helpful books.

It is not possible to list magazine articles and pamphlets here, but they are, of course, invaluable for anyone who wants to keep up with any field. Many times writers bring out new ideas in magazines or pamphlets several years before they appear in book form.

Virtually all of the books listed in Civikly, pp. 392-395, are now in the Drake Library.

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